

LIBRARY
UNIVERSITY OF ILLINOIS
URBANA
SECOND BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

AT

CARBONDALE, JACKSON COUNTY,

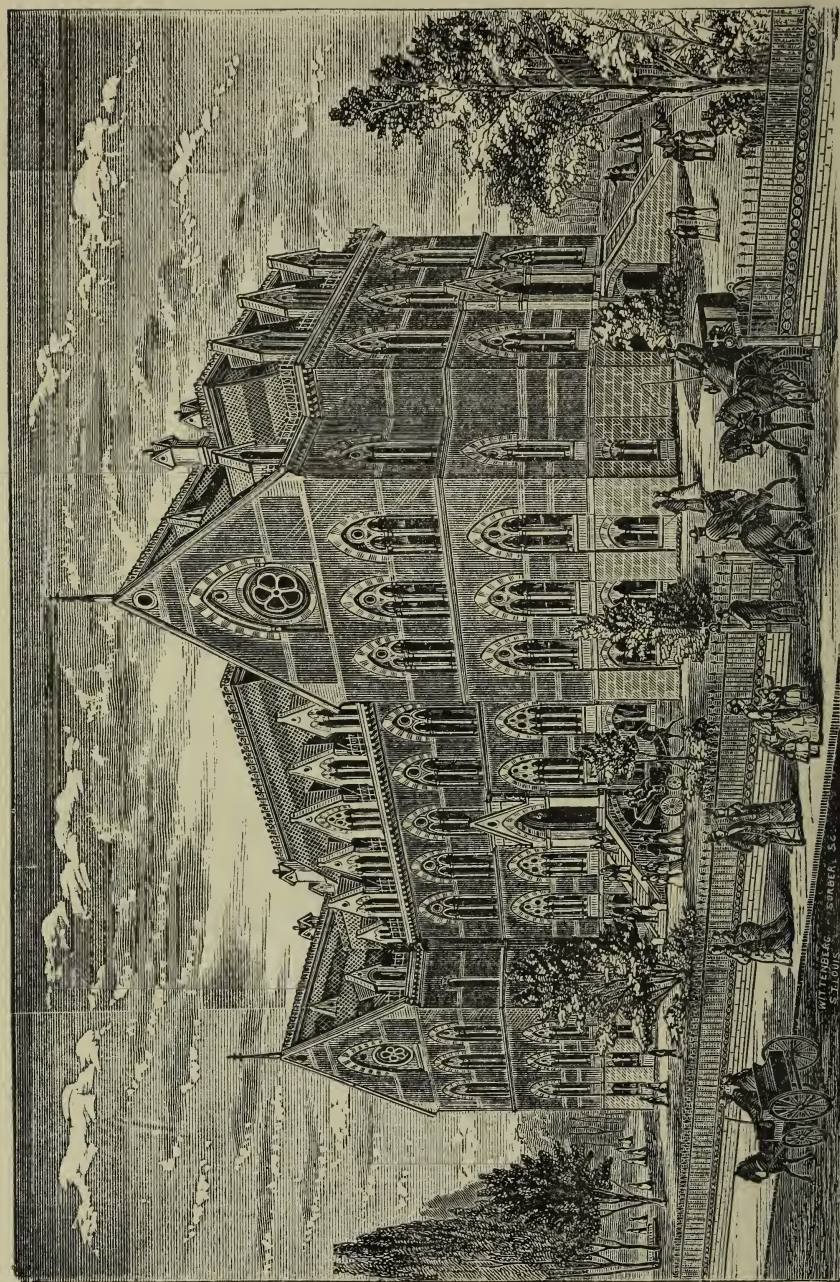
MADE OCT. 1, 1876,

TO

HIS EXCELLENCY, THE GOVERNOR.

SPRINGFIELD:

D. W. LUSK, STATE PRINTER AND BINDER.
1877.



SOUTHERN NORMAL UNIVERSITY, CARBONDALE, ILL.

Il6 sn B
1874/76

TRUSTEES OF THE UNIVERSITY.

THOMAS S. RIDGWAY, of Shawneetown.
Term expired Sept. 30, 1876. Re-appointed.

LEWIS M. PHILLIPS, of Nashville.
Term expires Sept. 30, 1878.

JACOB W. WILKIN, of Marshall.
Term expires Sept. 30, 1878.

JAMES ROBARTS, of Carbondale.
Term expires Sept. 30, 1880.

EDWIN S. RUSSELL, of Mt. Carmel.
Term expires Sept. 30, 1880.

OFFICERS.

THOMAS S. RIDGWAY, President.
JAMES ROBARTS, Secretary.

Sets 1984 1/2 Putman 3rd.

FACULTY.

ROBERT ALLYN,

Principal and Teacher of Mental Science, Ethics and Pedagogy.

CYRUS THOMAS,

Teacher of Natural History and Curator of Museum.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HALL,

Teacher of Higher Mathematics.

ALDEN C. HILLMAN,

Teacher of Arithmetic and Astronomy.

DANIEL B. PARKINSON,

Teacher of Physics and Chemistry, and Lecturer on Chemistry.

JAMES H. BROWNLEE,

Teacher of Elocution, Music and Calisthenics.

GRANVILLE F. FOSTER,

Teacher of Physiology, History and Geography, and Librarian

MARTHA BUCK,

Teacher of Grammar and Book-keeping.

HELEN M. NASH,

Teacher of Drawing, Penmanship, German and French.

JULIA F. MASON,

Teacher of Primary Department.

REPORT OF THE TRUSTEES.

To His Excellency, JOHN L. BEVERIDGE, Governor of the State of Illinois.

SIR:—The Trustees of the Southern Illinois Normal University have the honor to transmit to you their second biennial report, embracing the time from December 1, 1874, to September 30, 1876, inclusive.

At the time of making our first report, the university had not completed the first regular quarterly session, or term. There were then enrolled one hundred and forty-seven scholars in all the departments. A faculty of instruction and government had then just been elected and were working harmoniously together. The students were reported as orderly and remarkably enthusiastic and progressive. Every indication was favorable and our hearts were delighted with the flattering prospects before the university. Happily we have not been disappointed in any material respect. Union has continued to prevail among the faculty, and they have without exception, we believe, performed their daily duties promptly and efficiently. Our residences are generally so far from the university, that we have comparatively few opportunities of seeing the methods of their work in the school room. We have, however, improved every occasion of our meeting on the business of the university, to visit some one, at least, of the professors' rooms, and to witness the modes of recitation, of drill and discipline. We have been pleased with the general habits and movements of the students, as they study in the common halls, and as they pass from one room to another. In these rooms and passages they have acted with a decent propriety, and shown an accuracy of knowledge and readiness of expression truly praiseworthy. In almost every instance the behavior of the students has been that of ladies and gentlemen. Indeed, not a case of any other conduct has come to our knowledge. We are persuaded that two of the great benefits of the institution have been the increase of gentlemanly and ladylike character and habits in those who had been so bred at home, and the formation of even better standards of neatness, order and decorum; and a higher-toned honor in the discharge of every duty, and in the practice of every manly virtue and social grace. We had hoped much from the university on this score, and we are proud to say we are not disappointed. We did expect great things. The noble building, provided so munificently for our children, and the reputation of the

teachers selected, did encourage us, and we think the realization is equal at least to the expectation.

We advised the faculty to make it their first and most important duty to teach their pupils self-control and modest unobtrusive persistency in what is good. By all means normal students should be self-reliant, commanding leaders of the people. But they should not be opinionative and censorious. We have reason to know that the deliberate opinion of the community has seconded our desire, and also that our instructors have made a course of study and exercises which may be followed by all with profit, and they have carried these into such practical effect, as has accomplished as nearly what we desired as human means usually come toward reaching their aims. This course of study and these exercises are intended to cultivate the whole nature, soul, mind and body; and the calisthenics have given a healthful tone to many languid bodies, while the singing affords a large degree of pleasure. These two important parts of school education are deservedly valued. The experiment of a teacher of drawing was tried last year with such good success that we have made it an obligatory part of the course. We find many who do not appreciate its practical work, and who are not eager to become expert in the art. But so fully have the best educators settled on it as a necessary element of a teacher's education, and so widely can it be applied, that we have thought it right to do our part to meet the almost universal demand for teachers who can give instruction in it. Mrs. Nash has been the teacher with such good success, that specimens of our work sent to the Philadelphia Exposition have received honorable mention.

All the departments have been remarked for their prosperity. By the quarterly report of the principal made to us and on file, we learn that he, in addition to the general supervision, has given his time to instructing several classes in the branches of mental philosophy, logic, moral philosophy, English literature, constitution of the United States and of Illinois, school laws and school methods, and he has given lectures on pedagogics. Dr. Thomas was, in the spring of 1875, appointed State Entomologist, and gave up a large share of the work allotted to him, retaining only zoology, geology and botany—work for which he is eminently fitted, and for which his duties in the State helped to prepare him. Professor Gastman, who was excused from his department the last year, resigned in July 1875, and John Hull, Esq., of Bloomington, and a graduate of the Illinois Normal University, was chosen in his place teacher of the higher mathematics. He has done his work with intelligence and faithfulness, and is deservedly rising in popularity. He has instructed classes in algebra, geometry, trigonometry, surveying, mensuration and conic sections. Professor Jerome in the department of language and literature, continues to merit the praise of a good teacher and a noble gentleman. His classes have been Latin and Greek grammars and readers, Cæsar, Sallust, Cicero, Virgil, Tacitus, Xenophon, Herodotus and Homer. Professor Parkinson has taught classes in arithmetic, natural philosophy, chemistry and rhetoric. Professor Brownlee has instructed in reading and in elocution, in phonic analysis, in singing and calisthenics. Professor Foster has taught classes in geography, algebra, geometry, physiology and history, and has had charge of the Meteorological Reports. Professor Hillman has taught algebra, arithmetic

and astronomy. Miss Buck has had the classes in English grammar and analysis, and in book-keeping. Miss Mason has had charge of the primary department. Owing to a variety of causes it has been deemed best to discontinue this after the close of the present term, and to make for our students an opportunity of observation and practice in teaching in the classes of the preparatory school.

The Trustees report these matters connected with the success of our instructors with great pleasure, and they are not less gratified with the reports of directors and citizens of many school districts where our students have taught. With few exceptions such reports have been highly favorable, and they indicate that our university has begun to supply a long felt want in our section of the State, and that the work of our faculty has been mainly in the right direction.

The number of students who have been admitted to our school since its opening day, July 1, 1874, is 677, and that of those who have taught in schools among the people has been 264, as ascertained by the principal, only five of whom have graduated. Every one of these graduates have taught in the public schools of our State, though some of them are now in other States. It is not the most satisfactory way for students to teach before they have finished our full course, but most of them lack the means of going through at a single heat, as it were. They must therefore earn money for school expenses during interruptions of their studies. The position of a teacher ought not to be made a mere place in which to gain cash to buy higher advantages. The teacher should indeed be educated, but before he enters the school. The demand for cheap teachers attracts many to leave the university temporarily and do duty in the school room. While this has many disadvantages, it has also extenuating circumstances. For these scholar-teachers are doing no mean and unimportant work for the State. They are doing it for small wages, and will expend all those earnings to make themselves better teachers and citizens. Besides, by their numbers, they are making our methods common, and inspiring many others with the desire for education. Thus they bless the public with better schools and the youth of the land with higher aspirations for knowledge, more thorough discipline and nobler character. We append a list of the students who have attended our school at any time during the twenty-two months included in this report, six hundred and eighteen (618) in all.

While these general matters have been so gratifying to us, we have been annoyed and our students distressed almost beyond endurance by defective furnaces put into the basement of our building for the purpose of heating our rooms. We have no hesitation in pronouncing these a fraud on the State. The commissioners who made the contract and accepted them are probably not blamable, as it seems to have been impossible for any one but a well practiced expert in such matters to have known their cunningly-planned defects of arrangement and construction, without a long time of trial or an hourly examination of the details of the work as it was put in. But an architect familiar with such business, ought to have seen at a glance all their faults. We cannot, therefore, exculpate the architects, paid as they were to see that no frauds were practiced against the State, who recommended these furnaces, and who planned the flues and chimneys of the building; nor can we hold them guiltless of complicity in

the imposition of something worse than useless. We have been so blamed, the teachers and students have been so discommoded, the building has been so discolored by smoke, and we have been compelled to submit to such bills of expense for repairs, that we could not feel that we had discharged our duty to the commonwealth unless we should, at some risk of tediousness, report this matter in detail. Within three months from the time of lighting fires in the furnaces, we found them sending into the rooms cold air, accompanied with volumes of smoke and dust. A little examination revealed the fact that certain "ventilators," as they are called, made of not very thick sheet iron, rested at one end with their whole weight on the globular top of the cast-iron "fire pots." These latter speedily became red hot when fires were kindled in them, and, in consequence, soon burned holes in the "ventilators," making thus a passage for the smoke, by the shortest route and with the strongest draught into the air chambers, and thence into our rooms. Nothing but a deliberate purpose to make these burn out in the quickest time, can to our minds account for such a construction. When we attempted to open these air chambers to raise these ventilators and secure them above the red hot iron—a matter which would have been easy at first—we found the roofs of the air chambers so built that not a "ventilator" or "fire pot" could be touched for repairs or removal without bringing down that roof upon the furnaces. Then the iron castings of the fire pots were themselves very defective, and long before the first winter was over they had warped, cracked and burst. We were thus compelled to have new castings made. These things did not fully reveal themselves so decidedly until after the meeting of the last Legislature and very near its adjournment. Consequently we have been obliged to hobble along in this discouraging way and to suffer as we have done. We earnestly recommend the careful consideration of a reform in our whole manner of warming our building. It should not be longer required that we endure such discomforts and be subject to such alarming bills of expense. The appropriation made by the late Legislature, of course, gave us no means for such contingences, and we have been compelled to resort to the funds received from tuition and incidental fees to meet these charges, and we may even have to report a deficiency. We may be permitted to suggest, that in our opinion, the only proper and philosophical mode of heating a building as large as ours is by steam and open grates in the large rooms; and we recommend an examination into this matter, to ascertain if it would not be cheaper and more conducive to health to introduce, as speedily as possible, some form of steam-heating apparatus.

The late General Assembly appropriated \$1,250 for fencing, and \$1,000 for grading the grounds. The money has been expended and report made thereof. It is proper to say that by the aid of some contributions, made by citizens of Carbondale, the sum for the fence was made sufficient to build a very good paling fence on two sides of our grounds and a fair plank fence on the other two. The campus is therefore creditably inclosed and is in a condition to be further improved. This job was done by William Hadley, who, we believe, did his part of an honest contract without regard to the amount of cash appropriated; and he deserves much credit for the work. But the

appropriation for grading was not enough to do half the amount of work really needed, and consequently only a part was done, rendering it necessary for another and a larger appropriation to finish the improvement. This contract was let to V. Holiday, who, by an unfortunate illness of his head workman, was misled in his calculation and actually removed almost two thousand more cubic yards of earth than the contract called for, and of course more than the appropriation would pay. As the contract limited the work to three thousand cubic yards we had no remedy for this unfortunate miscalculation. We still need at least \$2,500 for this work, and as soon as it can be done the faculty and students will proceed with the begun task of planting trees and shrubs to ornament the grounds. In the last spring about five hundred trees and shrubs were planted on parts of the ground fully graded, and they have flourished finely. All are waiting patiently to make further progress in this direction, as soon as the Legislature will provide means to grade the grounds. And this is really not a small matter. Fine lawns with shrubs and trees upon them will not be simply ornamental and beautiful to look upon; they will educate the minds as well as the hearts of all who see them, to a love of refinement and restful content with the place in which the work of education is carried on. The cost to the State is comparatively small and no expense ought to be spared which may be necessary to turn the desert of mud or dust, of weeds and briars, into a well ordered garden or meadow.

It has often been said that it was a greatly unfortunate choice of grounds, which located the university on a naked lot out of the village; and which placed the foundation of the building so that earth must be removed before the water could flow off from it. But whatever may be our individual opinions of the wisdom of these measures, they had become accomplished facts before we were appointed to take in charge the interests of the university. When we were appointed to our places we found the university located where it now stands, and all the refuse of the newly finished building lay around it. There were banks of earth on all sides of it, rising above its water tables and all as wet and sticky as Southern Illinois clay can be made by abundance of water. The building cannot be removed, and at a small cost the present location can be made delightful, and in a few years, when perhaps all the miscalculation in the matter is forgotten, it may come to be a source of rejoicing that this site was selected, and the spot, then full of beauty, will be the pride of the city and a glory to the State. Even if an error of judgment, or worse was committed, is it not too late to attempt a remedy? Would not wisdom dictate an endeavor to render the present grounds delightful instead of disgusting, and thus snatch an advantage from former mistakes? We commend this subject to your candid attention.

The sums we ask for the annual expenses of the next two years are herewith submitted. And let us say we have not followed a practice too common, of asking more than we need in order to obtain credit for economy on the part of the Legislature in cutting down the sum desired. We have estimated the lowest dime with which we can carry

on a school creditable to the State, and profitable to the children of its people. These are the figures, viz.:

Salaries.....	\$16,400
Fuel and repairs.....	1,500
Library, etc.....	750

Total, annually.....	\$18,650
For grading and trees.....	2,500

We also send copies of the annual reports of the principal, received by us respectively, June 17, 1875, and June 15, 1876. We improve this occasion to say that we have called or held, since our last report, meetings of the Board of Trustees, as follows, viz.:

December 3, 1874; March 18, 1875; April 28, 1875; June 15, 1875
August 12, 1875; March 28, 1876 (at which no quorum appeared);
June 14, 1876 (with no quorum); June 29, 1876, and October 25, 1876.

We herewith transmit the accounts of John G. Campbell, Treasurer, and of Professor C. W. Jerome, Registrar, showing the receipts and disbursements of funds belonging to the institution.

In conclusion, we desire to express to your Excellency, our most cordial thanks for the warm and intelligent interest you have manifested in the affairs of our university. Your words of advice have assisted us in our task, and your presence many times at a personal sacrifice, has been to us even more than encouragement. We trust the university so fostered by your care, will be a blessing to the State.

We remain, sir, your Excellency's most obedient servants,

THOS. S. RIDGWAY, *President.*

JAMES ROBARTS, *Secretary.*

NUMBER OF PUPILS.

FIRST YEAR—From July 1, 1874, to June 15, 1875.

Normal.....	367
Preparatory.....	210
Model.....	89
Total.....	666

SECOND YEAR—From August 8, 1875, to June 17, 1876.

Normal.....	446
Preparatory.....	185
Model.....	76
Total.....	707

Different students, 403—By terms.

THIRD YEAR—First Term—September 8, 1876, to November 30, 1876.

Normal.....	127
Preparatory.....	44
Model.....	17
Total.....	188

Different students, 383—By terms.

SALARIES.

Principal.....	\$3,500
Professor Natural History.....	600
“ Languages.....	1,800
“ Mathematics.....	1,800
“ Arithmetic.....	1,500
“ Natural Philosophy.....	1,500
“ Elocution.....	1,500
“ History.....	1,507
“ Grammar.....	800
“ Primary.....	800
“ Drawing.....	600
Janitor.....	600

REPORT—Of moneys received, and expenditures ordered by the Trustees of
Southern Illinois Normal University, from December 1, 1874, to September
30, 1876.

RECEIPTS.

Dec. 1, 1874, In Treasurer's hands.....	\$188 83	
" " " Registrar's hands.....	23 00	
		\$211 83
Legislative appropriation, to July 1, 1875.....		8,722 82
" " " July 1, 1876.....		19,350 00
" " " September 30, 1876.....		3,900 00
Receipts of Tuition and fees		6,109 09
Total.....		\$38,293 74

EXPENDITURES.

Paid for advertising.....	\$112 50	
" printing.....	517 50	
" Trustees' expenses.....	284 70	
" salaries.....	28,067 10	
" incidentals.....	1,510 89	
" grading and fencing.....	2,250 00	
" repairs.....	1,851 86	
" furnishings.....	517 00	
" fuel.....	1,270 66	
" extra labor.....	154 75	
" library and apparatus.....	1,600 00	
Total.....		\$38,136 96
Balance on hand.....		\$156 78
Due on salaries for which no orders are out.....		375 00

All the above accounts are itemized in the reports of the Principal, and in that of the Treasurer.

TREASURER'S REPORT.

THE SOUTHERN ILLINOIS NORMAL UNIVERSITY IN ACCOUNT WITH JOHN G. CAMPBELL, *Treasurer.*

1874.		DR.		1874.		CR.	
Dec	3	Paid Voucher 39—L. M. Phillips, trustees expenses.....	\$12 40	Dec	1	By balance.....	\$188 83
"	3	" 40—E. S. Russell, trustees expenses.....	23 20	"	4	By cash from state treasurer.....	3,750 00
"	4	" 41—Robert Allyn, furnishing.....	16 67	"	12	By cash from C. W. Jerome, Registrar, Southern Illi-	
"	3	" 42—C. W. Jerome, incidentals.....	13 65	"	12	nois Normal University, for tuition, term com-	
"	2	" 43—E. P. Purdy, repairs.....	7 00	"	30	mencing December 7, 1874.....	510 00
"	2	" 44—C. W. Taylor, repairs.....	1 75	"	30	Term commencing December 7, 1874.....	30 00
"	4	" 45—Mary Dixon, furnishings.....	100 00				
"	24	" 46—Williams & Averill, advertising.....	10 00	1875.			
"	24	" 47—Carbondale Coal and Coke Co., fuel.....	125 00	Jan	8	By (including \$3.75 for old paper sold) term com-	
"	24	" 48—Bullock & Orenshaw, incidentals.....	151 30	"	15	mencing December 7, 1874.....	113 75
				"	16	By cash from Secretary Board of Trustees, for rent of	36 00
Jan	12	" 49—Jackson County Era, advertising.....	5 00	"	23	land.....	39 60
"	12	" 50—Maysville "Independent," ".....	5 00	"	23	By cash from C. W. Jerome, Registrar Southern Illi-	
"	12	" 51—"Centralia Sentinel," ".....	5 00	"	23	nois Normal University, for tuition, term com-	
"	12	" 52—Andrew Luce, printing.....	17 50	"	23	mencing Dec. 7, 1874.....	48 00
"	12	" 53—Western Printing Co., advertising.....	5 00	Feb	9	By cash from Secretary Board of Trustees, for wood	2 00
"	12	" 54—Barboor Bros., incidentals.....	51 62	"	20	sold.....	
"	12	" 55—Hitchcock & Wallace, incidentals.....	49 30	"	20	By cash from C. W. Jerome, Registrar Southern Illi-	
"	1	" 56—Robert Allyn, incidentals.....	127 65	"	20	nois Normal University, for tuition, term com-	
"	1	" 57—Pay-roll for December, salaries.....	1,166 75	"	20	mencing Dec. 7, 1874.....	29 00
"	18	" 58—Carbondale, Coal & Coke Co., fuel.....	5 00	Mar	4	By cash from Secretary Board of Trustees, for rent of	90 00
"	18	" 59—Thos. H. Bouton, advertising.....	5 00	"	4	land.....	3,750 00
"	18	" 60—Conrad O. Edwards, ".....	5 00	"	10	By cash from State Treasurer.....	
"	25	" 61—John M. Gibson, incidentals.....	3 75	"	10	By cash from C. W. Jerome, Registrar Southern Illi-	
"	25	" 62—P. J. Sprague, ".....	3 75	"	25	nois Normal University, for tuition, for term com-	
Feb	1	" 63—Pay-roll for January, salaries.....	1,166 70	"	29	mencing March 22, 1875.....	707 00
Jan	27	" 64—L. Rapp, furnishings.....	119 22	"	29	For tuition for term commencing March 22, 1875.....	130 00
"	27	" 65—John H. Barton, incidentals.....	12 00	"	31	".....	90 00
"	27	" 66—H. H. Lusk, advertising.....	5 00	April	19	".....	60 00
Feb	5	" 67—Peter Munson, extra labor.....	30 00	May	30	By cash from State Treasurer.....	43 20
"	5	" 68—James H. Brownlee, incidentals.....	4 30	June	11	".....	1,222 82
"	5	" 69—E. H. Eliff, advertising.....	5 00	July	10	".....	3,525 00
"	12	" 70—Beam & Richman, advertising.....	5 00	"	10	".....	20
"	12	" 71—"Cairo Bulletin Co," ".....	5 00	Sept	3	By cash.....	34
Mar	1	" 72—Pay-roll for February, salaries.....	1,166 50	"	3	By cash from Leggett & Bros.—error in their bill	
"	1	" 73—T. F. Eckert, advertising.....	5 00	"	3	By cash from C. W. Jerome, Registrar Southern Illi-	
"	1	" 74—"Cairo Evening Sun," advertising.....	5 00	"	3	nois Normal University, for tuition, special term in	
"	1	" 75—E. L. Merritt & Bro., printing.....	5 00	"	3	August, 1875.....	52 00

1	Williams & Hanill, advertising.....	5 00	13	Normal University, for tuition, term commencing September 3, 1875.....	475 00
1	North, Campbell & Co., incidentals.....	6 65	14	Normal University, for tuition, term commencing September 3, 1875.....	255 00
20	Isaac Rapp, repairs.....	315 88	20	Normal University, for tuition, term commencing September 3, 1875.....	180 00
20	Mary Dixon, furniture.....	210 00	25	Normal University, for tuition, term commencing September 3, 1875.....	100 00
20	Carbondale Coal and Coke Co., fuel.....	232 50			
20	Stevor & Patten, incidentals.....	38 41			
26	James Roberts,.....	3 50			
26	Anson Barlow, repairs.....	20 40			
26	E. S. Russell, trustee expenses.....	25 30			
26	Lewis Martin, repairs.....	88 95			
26	Andrew Luce, printing.....	27 50			
26	Pay-roll for March, salaries.....	1,165 50			
1	C. W. Jerome, incidentals.....	23 15			
1	E. J. Palmer, repairs.....	14 00			
1	Hitchcock & Walden, incidentals.....	31 00			
28	E. S. Russell, trustee expenses.....	13 15			
30	Pay-roll for April, salaries.....	1,183 35			
30	Pen. O. Jones, advertising.....	5 00			
22	L. M. Phillips, trustee expenses.....	14 60			
28	I. H. Brownlee, incidentals.....	3 30			
7	D. D. Parkinson, chemicals.....	15 20			
31	Pay-roll for May, salaries.....	1,183 50			
17	L. M. Phillips, trustee expenses.....	8 50			
17	E. S. Russell,.....	24 50			
17	Jacob W. Wilkin,.....	14 40			
21	Onson Barlow, incidentals.....	9 75			
21	Carbondale Coal and Coke Co., fuel.....	88 26			
18	Pay-roll for June, salaries.....	1,183 50			
3	Robert Allyn, incidentals.....	114 00			
3	Storer & Patton,.....	14 74			
7	C. W. Jerome,.....	21 30			
14	"Southern Illinoisian," printing.....	202 50			
20	".....	4 50			
113	".....	999 85			
1	Pay-roll for July, salaries.....	5 45			
3	D. B. Parkinson, incidentals.....	18 00			
12	L. M. Phillips, trustee expenses.....	19 00			
12	E. S. Russell,.....	1,000 00			
1	Pay-roll for August, salaries.....	1,200 15			
30	September,.....	525 00			
30	additional.....				
	Amount at credit to balance.....	\$708 09			
		\$15,447 74			

CARBONDALE, ILL., September 30, 1875.

JOHN G. CAMPBELL, Treasurer.

[illegible]

THE SOUTHERN ILLINOIS NORMAL UNIVERSITY IN ACCOUNT WITH JOHN G. CAMPBELL, Treasurer.

FUEL AND REPAIR ACCOUNT—FROM JULY 1, TO SEPTEMBER 30, 1875.

1875.		DR.	1875.	CR.
July 7.....		Paid Voucher 107—W. S. Atkins, repairs.....	\$29 75	By cash from State Treasurer
" 7.....		" 108—Isaac Rupp, ".....	109 73	By balance.
" 21.....		" 109—Sylvester & Bricher, repairs	2 00	
Aug 13.....		" 114—O. Calligan & Hall, ".....	100 10	
" 13.....		" 119—P. J. Ponsoby, repairs	53 82	
" 31.....		" 121—J. M. Scurlock, repairs.....	10 95	
		" 130—John Lenthian, ".....	41 66	
		Balance at credit.....	26 99	
			<u>\$375 00</u>	

\$375 00
\$26 99

FUEL AND REPAIR ACCOUNT—FROM SEPTEMBER 30, 1875, TO SEPTEMBER 30, 1876.

1875.		DR.	1875.	CR.
Oct 8.....		Paid Voucher 137—J. & J. Eminson, repairs	\$40 20	By balance.....
" 20.....		" 132—John Stevens, Jr., ".....	33 15	By cash from State treasurer.....
Nov 23.....		" 141—Pettes & Lenthie, ".....	47 70	
" 23.....		" 150—J. P. Hill, repairs.....	44 00	
		" 152—H. A. Ingersoll, repairs	34 05	
1876.				
Jan 5.....		" 156—Carbondale Coal and Coke Co., fuel	251 45	By cash from State treasurer.....
" 17.....		" 164—W. Hadley, fuel and repairs	83 53	" ".....
" 17.....		" 165—J. & J. Eminson, fuel and repairs.....	105 93	" ".....
" 17.....		" 167—Sylvester & Bricher, ".....	98 52	" ".....
Feb 7.....		" 175—Wm. Hadley, fuel and repairs.....	25 10	" ".....
April 3.....		" 181—Grand Tower Mining and Manufacturing Co., fuel and repairs.....	63 25	By balance.....
" 18.....		" 190—O. Borbour, repairs.....	27 22	
June 29.....		Amount ordered transferred by Board of Trustees, to Current Expense Account.....	185 43	
Sept 13.....		Paid Voucher 212—J. & J. Eminson, repairs.....	210 49	
" 13.....		" 213—A. H. Andrews & Co., repairs.....	98 34	
" 19.....		" 214—P. J. Ponsoby, repairs.....	22 50	
" 30.....		Balance at credit.....	161 13	
			<u>\$1,526 99</u>	

\$36 99
375 00
375 00
375 00
\$1,526 99
\$161 13

FENCING AND GRADING ACCOUNT.

1875.	DR.	1875.	CR.
Aug. 13.....	Paid Voucher 125—W. Hadley, fencing and grading.....	\$1,250 00 July 10.....	By cash from State Treasurer
			\$1,250 00

GRADING ACCOUNT.

1875.	DR.	1875.	CR.
Aug. 30.....	Paid Voucher 129—Van Haliday, grading.....	\$1,000 00 July 10.....	By cash from State Treasurer.....
			\$1,000 00

CHEMICAL AND APPARATUS ACCOUNT—FROM JULY 1, TO SEPTEMBER 30, 1875.

1875.	DR.	1875.	CR.
July 12.....	Paid Voucher 111—Eastman & Bartlett, library.....	\$35 00	By cash from State Treasurer.....
Aug. 5.....	" " 120—G. H. French, museum.....	40 00	
" 13.....	" " 122—Jas. W. Queen & Co., apparatus.....	46 75	
" 13.....	" " 123—Balmer & Weber, apparatus.....	7 00	
" 13.....	" " 124—L. Manassee, apparatus.....	48 00	
" 21.....	" " 126—Leggett Bros. library.....	513 10	
" 27.....	" " 127—James Green, apparatus.....	55 75	
" 30.....	" " 130—Robert Allyn, library.....	55 20	
Sept. 4.....	" " 131—J. & J. Emmonson, library & apparatus.....	76 93	
" 30.....	Balance at credit.....	622 27	
		<u>\$1,500 00</u>	<u>\$1,500 00</u>
			\$622 27

THE SOUTHERN ILLINOIS NORMAL UNIVERSITY, IN ACCOUNT WITH JOHN G. CAMPBELL, *Treasurer*.

CHEMICAL AND APPARATUS ACCOUNT—FROM SEPTEMBER 30, 1875 TO MARCH 30, 1876.

1875. Oct. 5	DR.	1875. Oct. 1	CR.
" 8	Paid Voucher 133—Jas. W. Queen & Co., apparatus.....	\$76 10	
" 14	" 139—D. B. Parkinson, apparatus.....	51 90	
Mar. 2	" 141—Eastman & Bartlett, apparatus.....	70 12	
" 2	" 147—E. S. Richie & Sons, library and apparatus.....	331 93	
	Paid Voucher 148—E. S. Richie & Sons, library and apparatus	32 30	
1876. Jan. 18	Paid Voucher 169—John Hull, apparatus.....	59 92	
		<u>\$622 27</u>	
			By balance.....
			\$622 27

CARBONDALE, ILLINOIS, *March 31, 1876.*

JOHN G. CAMPBELL, *Treasurer*.

Report of Registrar—first special session, July, 1874—beginning November 30, 1874.

	Balance on hand November 30, 1874.....		\$14 68
	<i>Contra Cr.</i>		
1875.			
January.....15	To postage.....	\$1 00	
".....15	3 boxes paper fasteners.....	1 00	
".....15	1 punch for same.....	35	
February.....12	2 ".....	60	
March.....2	2 bottles red ink.....	50	
".....13	Postage (money orders).....	30	
".....18	1 ream legal cap.....	5 00	
".....18	3 boxes paper fasteners.....	1 05	
April.....15	4 ".....	1 25	
".....21	1 can for ink.....	20	
May.....11	1 ".....	20	
June.....10	1 box crayons (steatite).....	75	
".....10	2 " " (chalk).....	60	
".....10	1 " " ".....	30	
1876.			
April.....25	3 tin cups (large).....	25	
May.....29	6 ".....	30	
September.....24	Mending University seal.....	20	
November.....14	Expressage on cuts of building.....	75	14 50
	Balance on hand.....		18

Respectfully submitted,
C. W. JEROME, *Registrar.*

Report of Registrar, including all moneys received from December 1, 1874, to September 30, 1875.

1874.				
December.... 1	Balance on hand from last report.....			\$23 00
1874-5.				
Winter term....	Amount received from tuition and incidentals.....			726 00
".....	" " " " other sources.....			17 75
1875.				
Spring term ...	" " " " tuition and incidentals.....			1,049 00
".....	" " " " other sources.....			1 20
Fall.....	" " " " tuition and incidentals to Sept. 30..			1,077 00
".....	" " " " other sources.....			34
	Total.....			\$2,894 29
	<i>Cr.</i>			
1874.				
December...12	By Treasurer's receipt.....	\$510 00		
".....30	" " " ".....	30 00		
1875.				
January..... 8	" " " ".....	113 75		
".....15	" " " ".....	36 00		
".....23	" " " ".....	48 00		
February.. 20	" " " ".....	29 00		
March.....25	" " " ".....	707 00		
".....29	" " " ".....	150 00		
".....31	" " " ".....	90 00		
April.....19	" " " ".....	60 00		
May.....20	" " " ".....	43 20		
September... 3	" " " ".....	52 34		
".....13	" " " ".....	475 00		
".....14	" " " ".....	255 00		
".....20	" " " ".....	180 00		
".....25	" " " ".....	100 00		\$2,879 29
	Balance on hand, September 30, 1875.....			\$15 00

Respectfully submitted,
C. W. JEROME, *Registrar.*

*Report of Registrar, including all moneys received from October 1st, 1875, to
September 30th, 1876.*

1875.					
October..... 1	Balance on hand				\$15 00
November...19	Amount received from tuition and incidentals to Dec. 6...				151 00
"...30	" " " " other sources.....				20 50
Winter Term..	" " " " tuition and incidentals.....				1,048 00
" " "	" " " " other sources.....				3 10
1876.					
Spring " "	" " " " tuition and incidentals.....				1,115 00
" " "	" " " " other sources.....				3 60
Fall " "	" " " " tuition and incidentals to Sept. 30..				777 00
	Total.....				\$3,133 20
	By treasurer's receipt, October 18, 1875.....			\$79 00	
" " "	" " " " December 8, 1875			95 00	
" " "	" " " " " 13, "			497 00	
" " "	" " " " " 14, "			183 00	
" " "	" " " " " 17, "			99 00	
" " "	" " " " " 22, "			74 00	
" " "	" " " " January 6, "			103 10	
" " "	" " " " February 7, "			90 00	
" " "	" " " " March 6, "			5 00	
" " "	" " " " " 27, "			469 00	
" " "	" " " " " 28, "			228 50	
" " "	" " " " " 31, "			121 00	
" " "	" " " " April 5, "			155 00	
" " "	" " " " " 17, "			96 00	
" " "	" " " " May 29, "			49 10	
" " "	" " " " September 13, "			551 00	
" " "	" " " " " 25, "			147 00	
" " "	" " " " " 30, "			79 00	
	Balance on hand, September 30, 1876.....				\$3,121 20
					\$12 00

Respectfully submitted,

C. W. JEROME, *Registrar.*

FIRST ANNUAL REPORT OF THE PRINCIPAL.

JUNE 16th, 1876.

The Principal of the Southern Illinois Normal University has the pleasure to offer to the Trustees and to the public in general his first annual report. It is a great satisfaction to know that the people of this section have highly appreciated the benevolence of the State which established this university, and have shown this opinion by sending many of their children to enjoy the advantages so generously provided. The numbers in attendance since the first special session in July, 1874, have exceeded the large calculations made by friends of the university. As a general rule institutions of learning do not very rapidly attain the power of large numbers. They grow slowly, and with many fluctuations; and only after considerable years of comparative uncertainty do they appear to be established in the confidence of the community. While our enterprise has had some lukewarm friends, a few opponents, and, perhaps, some enemies, it has had so many warm, earnest and enthusiastic supporters, and has seemed so exactly to meet the wants of this part of the State, that it has thus far moved rapidly forward on a tide of cheering success.

It is not always fortunate for an institution of learning to be crowded with students, more especially in its beginning. These may be ill prepared, lacking moral habits and scholarly enthusiasm. Then the larger the numbers the worse it will be for the school. But where nearly every student is manly or womanly, or even child-like, brave, truthful, serious and earnest, the more the better, till the full capacity of the buildings is reached, and the teachers are tasked to the utmost of their time and strength. These members are an inspiration and a power.

The building would accommodate more pupils, and we have seats for more in the higher department. But in the model or primary school, owing to a lack of furniture, we have been compelled to be crowded, and to refuse many applications. The several rooms of the preparatory school have been so full as to be almost incommoded. We should have at least two more rooms furnished for study, but our

Legislators, in their desire for economy, have left us no choice in this matter. We are to go on the next two years with no means to accommodate more of this class of worthy young people who may greatly desire an education, and whose time for acquiring it will have passed away before we are prepared to receive them. This will be, as seems to us, a great loss both to the youth and to the State.

The teachers have been compelled to have the charge of six, and even seven classes each, and they have labored with great zeal and fidelity, and hence been rewarded with the consciousness that they have been honestly endeavoring to do thorough work. For the most part they have received the grateful respect of all, and certainly they have made their several departments highly successful, and they point with pride to the record of the students, both in their daily recitations and in their several monthly examinations, written and oral. A better showing has rarely been made, and we congratulate ourselves on having had so many pupils who have shown themselves honest, earnest, and ambitious to learn and make noble characters by a faithful performance of all duty. The families from which they come have been honored by what they have done and the localities to which they shall go for future duty will be fortunate.

The numbers during the year have been as follows, viz.:

Special session.....	51
First regular session.....	147
Second regular session.....	183
Third regular session.....	283
Total.....	663
The number of individual students has been.....	403

And one hundred and seventy-two persons have received gratuitous tuition, and have pledged themselves to teach in the schools of the State, provided situations can be obtained with reasonable effort. None of these have yet completed the course of study prescribed for graduations, though many of them have taught in the district schools for several years previously to coming to us, and some for a single term since.

The several departments have been well instructed in every case, and mention of any one of them would seem to imply either higher efficiency in it or some degree of inferiority in others. Each teacher has cordially and promptly co-operated with the President in all respects, and each has my hearty thanks. Their labors have made mine not only lighter and pleasanter, but much more profitable to the school; while the careful obedience of the students has rendered the duty of all the officers singularly delightful, and far more valuable to the State than it could have been had the pupils been vicious, idle, dilatory. Only one thing mars the completeness of this commendation. The boys—in some cases young men—have compelled the janitor to do extra work in cleaning buildings. From only a few of the students, and an occasional visitor, has there been a mouthful of tobacco juice or saliva ejected on the floors, though some have for a time persisted in this sort of indignity to propriety. In other points about the university, in the rooms, on the black boards, with perhaps only

a single exception, we have reason to commend and have to say that the general neatness and care of furniture could hardly have been better.

The department of natural history has made some progress in gathering specimens. Prof. Parkinson has done most of the work in this line, and from various sources, by his own gun, by donations, by purchase, he has made a fair beginning of a museum. Birds, quadrupeds, and reptiles have been collected to the number of a hundred or more. Dr. Thomas has received, by favor of Prof. S. A. Forbes, Curator of the Illinois Normal University, many valuable specimens of birds, shells, etc., from the Smithsonian Institution, specimens of insects and the publications of the institution, from the War Department's Exploring Expedition; a large collection of insects from the U. S. Northern Boundary Survey; specimens of natural history, from Prof. Jerome, various specimens preserved in alcohol, all of which make an admirable beginning for the first year, and are all we could have taken care of while we have no shelves or cases properly arranged for them.

The botanical cabinet has not been begun. The library consists of works of reference and Congressional documents, and has just been put in its place on shelves. We do most seriously need more books, and the appropriation made by the Legislature, to take effect in July, will enable us to do something toward meeting the wants of the university.

The aim in our work for this first year has been to lay the foundation of a broad culture, yet to make a specific culture the definite object in every department and branch of study. We have sought to accustom our pupils to self-control, to a thoughtful regard for the comfort and rights of others, and to a reverent obedience to law, as embodied in the general usages and customs of society and business, and we are proud to say they have not disappointed us. They have been ladies and gentlemen in the true sense of the word. Our care has been devoted particularly to the elementary branches, and to discipline in knowledge, science, art, habit, health, and exercise. Every student has practised the graceful and inspiring system of light, free gymnastics or calisthenics, has been drilled in spelling, in writing, in vocal music, and drawing. While we are dissatisfied with the prevalent notion that these things are of less importance than book-learning, we are pleased to know that their value has been recognized, and we shall bestow more thought and labor on them in the future. They will hereafter be imperative requirements of all. We are certain that health has been preserved by the calisthenics, and grace of carriage acquired. We have, however, no adequate provision for instruction in these useful things. The several teachers have added to their other duties the work of the spelling. The Principal has taken the drawing into his own hand; Mr. Brownlee the singing and calisthenics, and Mr. Hillman the writing, and while these have been profitably done, they could have been better done by one who could have given his whole time and attention to them. This ought to be made a special department, supervised by a professor employed for it.

The work of grading the grounds have been provided for in part by the Legislature, and has proceeded nearly as far as the money appropriated will carry it. While the Principal is grateful for the sum

granted, he cannot withhold the statement that, after a careful examination and estimate, he asked for this purpose twenty-five hundred dollars. Two committees of the Legislature, one from the Senate and one from the House, visited the institution during the winter, and both reported this sum was, if anything, too small, and recommended its appropriation. But men in that body who had never seen the institution and its grounds, insisted that this sum was more than a State such as ours could afford, and granted us the sum of one thousand dollars. With this sum we shall accomplish something to beautify the grounds, and put them in better order of drainage and surface. But it is probable that for the whole future of the university the place will be deformed by this attempt at economy, or else more money will be voted hereafter than could have finished the whole at once. The same may be said of the fence. Not less than two thousand dollars were needed to make a good enclosure; twelve hundred and fifty dollars are given, and while the fence will enclose the lot, it will not adorn it as it ought to have done. It is a great pity that the people of this end of the State do not demand for themselves, as they and their children need and are worthy to enjoy, privileges of education equal to those of any State in the Union, or at least to those which the northern section of the State enjoy. What would be the cost? We need in order to do the work for the young of this locality a sum of say thirty thousand a year. We are three million people nearly, that is one cent for each inhabitant, or two cents for both Normals. Put ours wholly on the population of Southern Illinois, in which we have a million people, and it is only three cents each, or fifteen cents to a family of five persons. What a petty cost?

It has seemed proper to make this statement, not in condemnation of the Legislature, which undoubtedly endeavored to do its duty to the people, but in extenuation of any blame which some might attach to our asking so much money, and of our failure to secure what we need and what we expected we would readily gain.

Our work is not for ourselves. It is for the people of the State, for their schools and children. We are only interested to have it well done, and we are willing to have others do it if we are not found to be the best men. And we prefer to not remain if we are incompetent. But we are distressed when a false economy restricts us. It is to the interest of the State to have work of education well done, and for every child.

With these remarks, we close by asking all our patrons to send us scholars, and to give us sympathy and encouragement.

ROBT. ALLYN,
Principal.

SECOND ANNUAL REPORT OF THE PRINCIPAL.

CARBONDALE, ILL., June 14th, 1876.

The Principal of the Southern Illinois Normal University reckons himself honored by the liberal patronage given to the school during its second year. Hearty thanks are due to the people who have sent their children and wards to our care, and even more credit should be cheerfully accorded to the young men and women who have earned the means to instruct themselves, and who have committed themselves to our guidance. The several teachers are not less deserving of praise for the earnest support they have given to all our labors, and for the ability and faithfulness with which they have discharged their individual duties. But above all, devout thankfulness should be rendered to the Giver of all Mercy for His blessing, without which no enterprise can command respect, and no labor can win success.

The year has been marked with two difficulties, great stringency in financial affairs, and wide-spread sickness during the fall and winter. But notwithstanding these, the comparative numbers of advanced students, and their attainments, have increased. Last year, in all the departments, there were as follows, viz.:

Normal.....	135
Normal preparatory.....	207
Model.....	61

Total.....	403
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For this year they have been as follows, viz.:

Normal.....	123
Normal preparatory.....	208
Model.....	37

Total.....	368
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This decrease in number, as will be seen, is principally in the model school and special session. There are two reasons for this diminished numbers in the model, neither discreditable to us, and the second, very

gratifying and hopeful for the city of Carbondale. The fee for tuition in our school has been raised, and the people of the city have such an increased confidence in their own public schools, and have employed such teachers as to make it desirable to send their children to them. It should also be said that while the decrease has been chiefly in the primary department, in times like these young men dependent on their own resources are the ones who have been kept away from the school. But notwithstanding this less numbers of names enrolled, we have actually counted a larger number of terms' work than last year. The comparison by terms is very satisfactory. Last year our term aggregates were: Special session, 54; first term, 147; second term, 183; third term, 283—total, 664. The present year our enrollment has been: Special session, 27; first term, 226; second term, 204; third term, 253—total, 709. An increase of 43. This result shows that last year our students remained with us on the average only 1,561 terms, while this year they remain 1,996—a gain of nearly a half term on a student in a single year; and here again the model room has been most irregular—a fact easily accounted for by the long walk and bad weather of the winter.

The appropriation by the State Legislature for the fencing was sufficient to build a very good paling fence on two sides, and a plain plank fence on the other two. But that for the grading of the ground was altogether insufficient, and the campus therefore remains an unsightly place, quite an offense to the taste. A portion of it has been graded, and the teachers and students have, at considerable private expense, planted a part of it with trees and shrubs for future ornament. It is the hope that this ground may yet be graded and made to produce every tree which will grow in this soil and climate. It will then be a means of educating the students in some practical knowledge of botany and tree culture. A very small annual appropriation would not only create a large amount of beauty, but might awaken an enthusiasm among the people of this section of the State for unexpensive experiments in tree culture, and diffuse a spirit which might be profitable in many directions.

The appropriation for library and apparatus has all been expended—divided nearly equally between the two objects for which it was designed, and it affords a good working laboratory for practical analysis in chemistry and instruction in physics. In connection with these objects, we have devoted some attention to a museum of natural history, and have procured specimens of birds, beasts, and insects, which make a creditable beginning for work in this department of science. These departments are under the charge of Profs. Thomas and Parkinson, who instruct their pupils in the actual work of preserving specimens, in dissecting animals, and in classifying and arranging cabinets. These parts of our work have been eminently successful, and we look to see our students spread abroad accurate methods of observation and much interest in these matters. This section of the State is, perhaps, as fine a field as is found in the nation for the study of the habits of birds, their migrations, changes of plumage and times of breeding. Our students, after the training they receive at our hands, will, it is believed, communicate an enthusiasm in this and kindred branches of Natural History and Biology which shall prove invaluable to the commonwealth.

A better opportunity may not occur to reiterate a thought often touched in our exhortations to students. To secure the greatest profit of a course of study, and to reap the highest advantages of discipline, the time devoted to these purposes, should be, so far as possible, continuous—a long period of diligent and uninterrupted application till habits of rapid, energetic work and patient self-control are formed and made into the substance of soul itself. No growth anywhere is made without quiet. The tree constantly beaten by mountain winds is a dwarf; but in the stillness of the deep valley the giant sequoias climb five hundred feet toward the top of the cliff. Great strength, indeed, can be produced only by active strain on the energies. The growth is chiefly in rest; and a school life seeks to withdraw, for a time, the student into a place of calm and peaceful seclusion, where he may give his mind an opportunity to grow and acquire furniture for the future strains and battles of life. Two consecutive terms for this purpose are worth as much as three separated from each other by considerable intervals. And in this connection it is not improper to say that all interruptions of the work of study for visiting or pleasuring do injure and break up the work of a good education more than is often supposed. The act of study is to form habits, and this end is only attained when the successive actions by which good habits are begotten are blended into a series. To stop study two days, or even a half day, in a week, breaks the chain of sympathy, disjoins the order, and compels to repeat, till the line which should have been homogeneous becomes in effect broken into strange materials and weak. It is like crystalizing the iron in a wire, which unfits it for strain and makes it often inferior in strength to a cable of hemp.

We ask those who have the responsible care of scholars sent to us to give no occasion by unnecessary absences for complaint on this score. Let those sent to school here, come prepared to remain till they have finished the short courses of study we have set down in our catalogue; and seek to impress upon their minds that the special order we have here prescribed is the best which, after trial, we have been able to devise. And to students we say, by all means, begin with the lower and lay a good foundation for every thing thereafter. We will give certificates for each year's work done in either of the departments, giving none till the lower has been done with us or satisfactorily accounted for. Our course is so arranged that the Preparatory Normal well finished will be fully equivalent to the requirements of a First Grade Certificate; then one can begin the Normal work proper and go on to become a master indeed.

If we rightly understand the purposes of the Legislature in establishing this school in its present locality, it intended to give the people in securing for their public schools a class of teachers who shall instruct their children by the best methods in all known sciences, and inspire in them the will to learn all new knowledge, and to follow all honorable actions in virtue and nobleness. To prepare our pupils for this work, we have sought three things: to impart accurate information—first, in all the common branches of English learning, and afterwards in practical and advanced science; to habituate those who are to be teachers to self-government and readiness in thought and action, to careful consideration of the wants of others, and to a cheerful obedience to all law; and finally, to give them a mastery of the methods of teaching—

first, by witnessing our examples in the daily recitation, and then by reading and hearing the best plans of school work discussed in lectures and practiced in school duties.

We have been compelled to own that our progress in these last points have not equalled our hopes. Many things might be said here in extenuation of any blame which the public might lay to our charge. Two things shall be named: One, pupils come to us to learn the higher branches as they call them, without having a foundation of the elemental ones; and they have in their minds also a notion that about one-third of a year is sufficient to make them, if not highly accomplished teachers, at least very respectable incumbents of the school room chair and creditable bearers of official dignity. Not only do these notions in the minds of those who come to us, work injury to our labors, but similar ideas in the minds of the people, do us even greater injustice. It is bad that a young man or young woman who cannot spell the commonest words of the language, who cannot speak two simple sentences without errors in pronunciation and in grammar, should imagine himself fit to teach our schools; but if the people become satisfied with him and are willing to accept one who cannot explain the reasons for the common operations in arithmetic, or tell the names of the several United States and their capitals and cities and rivers, or, worse still, who cannot write these names without fifty errors, the evil becomes far worse, for then the popular demand does not expect anything like excellence or progress. We do not state this to complain, or to find fault, but to prompt the thought of a remedy and a determination to apply one. We think the standard of education and of aspiration is as high among the youth who come to us, as in most other sections of our land; and the appreciation, if not the demand, for excellent teachers is certainly as high as any where we have known. All this, however, will avail little, unless the candidates for the office and emoluments, of teacher, and also the people who employ them fix their minds unalterably, and enthusiastically insist on resolute efforts to attain the highest excellence. Students must from the beginning be better prepared and teachers must do this preparation at the demand and under the stimulus of the public sentiment, uttered in such a manner that no one can mistake its meaning, and so that none will dare resist its reasonable requirements. There must be a more thorough early training in our common schools.

The definite professional work of a Normal school has therefore as yet occupied our attention only incidentally. It is not in our case like professional schools for lawyers, clergymen, physicians, chemists, or engineers. If either the orthography of such men, or their grammar, or even their elementary arithmetic—or often all of these—is defective, the men are in some degree rendered ridiculous thereby, but their whole usefulness is not therefore destroyed. A man may become an eminently successful general and an energetic and honored president of the United States and be so ignorant of common astronomical geography as to believe that the earth is flat and cannot turn daily on its axis. But such an one cannot be a good teacher. Neither can he do the work of the school room unless he knows the reason why you carry one for every ten in addition and in multiplication, and why you begin your work at the left hand in division. In our school, therefore, we must insist on the thorough mastery of the elements of

knowledge before the methodology of teaching and the science of pedagogics can be taught with any profit. If now the schools of our section of the State will do this elementary work they will aid us in a wondrous degree. And when they do not do this, our duty has seemed to be to insist on elementary training till it is made a fashion and a necessity everywhere. We appeal to County Superintendents to aid in this endeavor, and we feel assured that they agree with us, and would, if their schools could be supplied with good teachers insist on having such and none others. But, alas, men and women well grounded in all elemental work, are not always in the market, and the law is imperative that a school must be kept; and rather than deprive a given district of its share of public money for the next year, Superintendents yield to a seeming necessity, and grant certificates to the imperfectly educated. We are in appearance doing the same thing. Students who have been with us a single term and then only in the lower branches, and with so imperfect a knowledge that we cannot even pass them to a higher grade, go from us and teach, some of them doing better work than the district has before known. While we cannot condemn, without qualification, such students, it is not a course to be approved. And we desire to warn the public that students who have been with us are by no means solely on that account to be reckoned worthy to be teachers; nor will such be a fair representation of our school work. We mean to graduate none who are not at least fair scholars and who certainly have completed with us or elsewhere our course of study, elementary and higher, and who also have an earnest character and a high standard of personal honor and scholarly ambition. We ask the public to judge us by these and not by those who have only been with us too short a time even to have proved that they are grounded in the elemental studies. Do not employ uneducated teachers, and least of all those who have been with us just long enough to have grown conceited on account of their relations to our school, but not long enough to have been taught how little they knew before they came, and to have become inspired with the love of study and the ambition to learn all things. While we bespeak the good will of the public most earnestly and devoutly for our students who shall go forth with our certificate of commendation, we do beg that all conceitedness and imperfect fitting for the work of the teacher in these same students may be as heartily discountenanced. We are glad to be held to the strictest accountability for the work we attempt to do, and we desire that our pupils be held to the same. But we do most earnestly beseech the public to send us those who are fit to begin to learn how to teach.

Let the common branches be well taught at home in your own district schools, and it will save us and you very much money and considerable annoyance. We prefer to prepare teachers for the public schools rather than educate the scholars of those schools, and we think we can most profit the people and the State by so doing. Look at this point a little with patience. It will cost a young man or young woman not less than \$125 to \$250 per annum to attend our school and pay board and travel. If four are sent from one district this amounts to \$500 or \$1,000. Would it not have been cheaper to hire a teacher fully competent to teach all the common branches in that district and to have had your children learn them fully under your own guardian-

ship? When it comes to Algebra, Geometry, Philosophy, Chemistry, Natural History and Sciences we have facilities which no country district can easily have, and it will be profitable to send to us even if the cost is \$500 a year. But for the Spelling, the Reading, the Arithmetic, Geography and Grammar, these can be more cheaply taught at home, and these branches ought to be taught there as well as we do them. What we ask is to make the district schools so good that the scholars shall delight to learn all common English studies before they come here. And if we can aid in making these schools such as they ought to be we shall be instrumental in saving to the people of Southern Illinois many thousands of dollars a year. Let it be repeated; we desire to fit the people and the teachers so that the children of our towns may be educated in all elementary learning at home, and thereby save money to the farmers and mechanics, and at the same time diminish the risks to the young attendant on absence from home. As circumstances now are we are compelled to teach the most elementary knowledge and to repeat and reiterate spelling, and writing, and reading, and even to teach the addition tables, to those who have for years attended schools at home. We seem to be compelled to do these things, yet we cannot believe they are most profitable for the community, or at least will not be if we are obliged to continue them long. As temporary expedients, and as leading to something better they are allowable.

Our object is to prepare teachers who shall do all this in every school district and thus accomplish what the State designed a Normal should do—diffuse better methods of teaching to the country towns. We can teach your children, good people of Southern Illinois, we believe as well and with less cost than you get the same work done out of the State or in any other section of it. The saving to you even in this way will be thousands per annum. But let us send to you teachers well prepared for their work and we will save you tens of thousands and give you a far more equally diffused education. We can teach but few of the tens of thousands of children in Southern Illinois in our Normal, but we can, if they will come prepared, teach all those who shall instruct all the children. Do not, therefore, conclude there is no reason for our Normal. The statements above made are the strongest arguments we can adduce for its existence and hearty support. It will, if sustained by a few thousand dollars annually for ten years, make it possible to educate all your children and those of your neighbors at home in the best manner, and provide intelligent and inspiring teachers in all parts of the land. We trust that we shall be supported by the people and in all these matters be aided in our design of making teachers at first thorough in knowledge and finally skillful in all school work and duty.

Nothing is more vital to our national and social life and in no form of public expenditure produces so much profit at so small a cost as our school work. The average cost per year of educating a scholar in our school has been to the State \$43 '81, and when it is remembered that each one of the more than two hundred taught by us who will teach the public schools the next winter, will be actually worth fifty per cent. more to the schools than he would have been without the instruction he has had; and that he will in all probability receive not a dollar more from the public than would have been paid to per-

sons certainly less educated, the profit to the State can be seen. These two hundred young men and women for five months' teaching will receive on the average \$45 per month, or in all, \$45,000, fifty per cent. of which is \$22,500, or in a single year more than the whole of what the school has cost the State. And these teachers will average nearly three years each, which gives the State a clear gain of \$67,500 for the expenditure of \$16,121 04—a paying profit if the work should stop there. But every one of these young people on the average has a life of thirty years of greatly increased value to the commonwealth. So that the school promises to return to the public welfare manifold its actual cost. And another element in this thought ought not to be omitted. The expense of tuition, even when it is largest, is but a small portion of the cost of an education. Board, books, clothes, travel, and other items are several times larger than that which the State contributes to the payment of the bills of the school. This sum the student pays, and in many cases pays it out of his own earnings, not from money contributed by his parents or inherited from ancestors. By offering gratuitous instruction, therefore, the State gets a sum probably five times as great added by the pupil himself, and all this is by solemn act, set apart for the uses and improvements of our public schools and brings returns directly to the people, probably thrice its own amount within the space of three years, and in the course of that student's life of thirty or forty years, more than twenty fold. What other investment is so profitable?

Our course of study embraces everything from the A B C to the university. We indeed even want a part of this lower in order to make practical application of our instruction in methods of teaching. But we want to devote much attention to professional training; and we have arranged a post-graduate course, which may be devoted to reading and hearing lectures. We now have a very good library of works on the science of pedagogy and kindred branches, and instruction will be given in higher logic, and methodology, and in metaphysics, and the science of literature and school laws. Young men and young women who have taught awhile and who desire to extend their acquaintance with these topics will find profitable employment in our library and rooms, and can do both themselves and the public good service by reading and studying in this way. The principal's time can be almost wholly devoted to such hereafter.

Our teachers have done some work at institutes during the year, and have delivered lectures in many places with good results. The principal has given daily lectures on many topics to the several departments: To the normal department one day in three on the English language; on the order of the development of knowledge; on the methods of study, and on methods of teaching. In the preparatory department two days in three on methods of study, importance of writing and speaking good English; on habits of neatness and order; and on the necessity of character. In all these departments he has conducted examinations in spelling, writing, geography and other studies. He has also conducted recitations in logic, in mental philosophy, in English literature, in moral philosophy, in criticism, in geography, on the constitution of the United States, on the school laws of Illinois, in methods and in grammar.

Professor Jerome has instructed classes in both the Latin and Greek

languages, reading Cæsar, Sallust, Virgil, Cicero's orations and Tacitus. He has also read Xenophon's anabasis, Cyropædia and Homer.

Professor Hull has been in the university a single year and has taught classes as follows, viz.: Algebra—elementary, advanced; geometry, trigonometry, surveying, and analytic geometry. He has made a fine success of his work.

Professor Foster has taught classes in geography, physical geography, physiology, history of the United States, ancient and modern history, and has had charge of the observations for the United States Signal Service and has acted as librarian.

Professor Hillman has attended to the arithmetic and to astronomy.

Professor Parkinson has instructed in natural philosophy, in chemistry, in chemical analysis, and in algebra, and has given lectures on chemistry as applied to art and agriculture.

Professor Brownlee has had charge of the classes in reading and elocution, and has taught the music and had charge of the calisthenic exercises.

Miss Buck has taught the classes in grammar and in book-keeping.

Mrs. Nash has taught the writing classes and drawing with large success.

The model department has been controlled by Miss Mason and has been an auxiliary of our teaching of great value. The two difficulties—the cost and irregular attendance of pupils on account of the distance—have made this experiment a doubtful one, and it is not improbable that it may be discontinued. It seems almost a necessity with us that something of its kind shall be maintained, but possibly all the advantages of it as an experimental school can be gained in the other departments of the preparatory.

This report is submitted to the trustees and to the public with diffidence but with the thought that as our school is a public institution its affairs and methods, its aims and its accomplishments should all be public. The principal trusts that his frank confessions will be received in the spirit in which he makes them, and that his suggestions will be candidly and carefully considered and that the public will endeavor to work with our professors to elevate the character and increase the usefulness of all our public schools.

ROBERT ALLYN,
Principal.

GENERAL INFORMATION.

We subjoin the Course of Study and some other matters which we have inserted in our annual catalogues, which may be of interest to yourself and to the public.

The object of the university is to do a part of the work of education undertaken by the State. This is provided for in three departments—Model or Primary, Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. The great design of the Model School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.

The purpose of the Preparatory Department is, in part, the same, but it is largely used to give instruction in the common branches, and to make up the early deficiencies of such as design to enter the Normal classes.

The Normal Department is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in the mind every branch prescribed to be taught in the common and high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is, therefore, bestowed on the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. The body needs culture and systematic activity, quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical. The earlier studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students, that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed on the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound and symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of all knowledge; particularly spelling English words, pronouncing every letter and syllable properly; reading with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing a good hand easily read, and done with despatch and neatness; drawing any simple figure, and singing. These things, well learned in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing.

COURSE OF STUDY.

The course of study has been arranged with two purposes in view—first, to give a strictly normal course of training to fit teachers for the public schools, and second, to give examples of methods of teach-

ing. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

The course of instruction also embraces lectures by the principal on the history and science of pedagogy, and on the methods both of learning and teaching. As the university is only in the second year of its work, it cannot point to any very striking results.

PRIMARY SCHOOL.

FIRST YEAR.

The primary English studies and object lessons, counting, drawing, singing, local geography, and spelling.

SECOND YEAR.

Geography of United States, arithmetic through division, reading, writing, drawing, singing, object lessons, spelling and defining, and calisthenics.

THIRD YEAR.

Arithmetic to fractions, geography, grammar begun, and elementary natural history, reading, spelling, writing, drawing, calisthenics, and singing.

PREPARATORY SCHOOL.

FIRST YEAR.

First term--Arithmetic (fractions), reading, writing, geography, spelling, drawing, vocal music, and calisthenics.

Second term--Arithmetic (percentage), geography, spelling, writing, reading, drawing, vocal music, and calisthenics.

Third term--Arithmetic (ratio and roots), grammar begun, reading, drawing, writing, spelling, vocal music, and calisthenics.

SECOND YEAR.

First term--Review of arithmetic, grammar, United States history, reading, drawing, writing, and singing.

Second term--Grammar, history, astronomy, reading, drawing, singing, writing, and calisthenics.

Third term--Grammar, botany, natural history, reading, singing, writing, drawing, and calisthenics.

THIRD YEAR.

First term--Latin begun, elements of algebra, physical geography, English grammar reviewed, and general exercises the same as second year.

Second term--Latin, elements of algebra, physiology, astronomy, natural history, and general exercises continued.

Third term--Latin, geometry, algebra, English analysis, general exercises continued.*

NORMAL SCHOOL.

The following is the normal course. It embraces two large and thorough courses of study. One includes the classics, with provision for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of Mathematics, of English Language and Literature, of Art and Elocution, Music, Drawing and Calisthenics, of Physics, of Chemistry and Astronomy, of History, of Classical Language, and of theoretical and practical teaching. The whole forms what is called the Classical Normal Course, and selected studies make up the Scientific Normal Course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

FIRST YEAR.

First Term.--English Language, University Algebra, Latin, Greek Drawing, Singing and Calisthenics.

Second Term.--University Algebra, English, Latin, Greek; general Exercises same.

Third Term.--Geometry completed, Latin, Greek, History of English Language; same general Exercises.

SECOND YEAR.

First Term.--Trigonometry and Mensuration, Latin, Greek and English Literature.

Second Term.--Natural Philosophy, Latin, Greek, Physiology.

Third Term.--Latin, Greek, Botany, and Surveying and Navigation.

* N. B. This course thoroughly finished is sufficient to command a first grade certificate. To any student who completes it in the university, we will give a written statement of this fact; but it must be understood this will have no force or value as a legal qualification for the office of teacher. And whenever a student completes any one year's work in its proper order, we will cheerfully give him a certificate of that fact.

THIRD YEAR.

First Term.--Rhetoric, History, Greek, Zoology, and general Exercises continued.

Second Term.--Logic, Greek and Chemistry, Conic Sections.

Third Term.—English Criticism, History, Geology, and School Law.

FOURTH YEAR.

First Term.—Mental Philosophy, English Language, Physical Geography and Pedagogics.

Second Term.—Ethics, Astronomy, Pedagogics and Book Keeping.

Third Term. Constitution of United States, School Laws of Illinois, Pedagogics, Methods of Teaching and Book Keeping, Reviews of Studies.

General Exercises during the whole course.

German and French may be substituted in some cases.

N. B.—Written examinations monthly, and oral at the close of each term.

POST GRADUATE YEAR.

This will embrace a larger course of History, more of Mathematics, Political Economy, Criticism, Field Work in Natural History, Analytical Chemistry, and Dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the History and Science of Education. One year's work of teaching in the Model School, for one hour a day, will be required for a Diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B.—The following works are recommended for reference, and are considered essential to every teacher's library, viz: Webster's Unabridged Dictionary; Lippincott's Gazetteer; Zell's or Chambers' Encyclopædia; Hailman's History of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wick ersham's Methods; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for practical use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary; Hayden's Dictionary of Dates, and Graham's Synonyms.

CONDITIONS OF ADMISSION.

To be entitled to admission in the Normal Department, a lady must be sixteen years of age and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instructions. They are to pass an examination either before the county superintendent, or examiners, or before the Faculty of the University, such as would entitle

them to a second grade certificate, and they must agree to obey all reasonable requirements as to order, promptness, cleanliness and gentle behavior.

EXPENSES.

To those who sign the above-named certificate, tuition is gratuitous, but there may be a fee charged for incidentals, at present not exceeding \$3.00 per term of thirteen weeks. Tuition in Normal Department, \$10.00; in the Preparatory Department, \$8.00; in the Model Department, \$4.00.

Board can be had in good families in Carbondale at rates varying from \$3.50 to \$5.00 per week, and by renting rooms and self-boardings, or by organizing clubs, the cost may be largely reduced, perhaps to \$2.50 per week. Books are sold by the several bookstores at reasonable rates.

SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix it as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Hard study for a week, or a day, or even an hour, is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for study, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual work.

LOCATION.

Carbondale is a city of 2,500 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access and offers inducements for board and social advantages beyond most other places. It has, perhaps, fewer temptations to idleness and dissipations, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home; and scholars may come here and be certain that economy and industry will be respected and assisted by all the surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown railroads afford ample facilities for convenient access.

LITERARY SOCIETIES.

The students have organized two literary societies for purposes of mutual improvement. They are The Zetetic Society and the Socratic Society. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundation for a library, and deserve the countenance and patronage of all the students and their friends.



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THE UNIVERSITY OF CHICAGO

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